

6 month reporting date 11/30/03 X
 12 month reporting date 5/30/04 X
 Closed 7/14/04

Webster Improvement Plan/Progress Report

Principle 1: General Supervision				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The monitoring team concluded that the Webster School District is out of compliance with the hiring of appropriately and adequately trained personnel. The school district has a student receiving early childhood special education services from a teacher that is not properly endorsed. The service provider has the birth-preschool education endorsement and the K-12 special education endorsement, but does not have the early childhood special education endorsement which is necessary to provide services to a student in need of special education.</p>				
<p>Desired Outcome(s):</p> <p>The Webster School District will employ or contract with an adequate supply of personnel who are appropriately supervised and fully licensed or certified to work with children with disabilities.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will have the early childhood special education teacher complete proper certification.</p>				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The district will have the teacher become certified in early childhood special education.</p> <p>What data will be given to the OSE to verify this objective? A statement of completion will be sent to OSE.</p>	January 2004	Case manager and district office	Met	
<p>Please explain the data (6 month)</p> <p>In the fall of the year, Webster's early childhood special education teacher completed her student teaching through Northern State University and is now certified in early special education. Completion date was October 31, 2003.</p>				

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Improvement Plan

Principle 3: Appropriate Evaluation and Principle 5: Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance)				
<p>The monitoring team concluded that the Webster School District is out of compliance in the area of comprehensive evaluations. The school district personnel are not conducting functional evaluations during the 25 day evaluation period.</p> <p>The monitoring team concluded that the Webster School District is out of compliance in the area of appropriate IEP content for the present levels of performance. The monitoring team found that there was no correlation between the evaluation information, the present levels of performance, the goals, and the short-term objectives.</p> <p>The monitoring team concluded that the Webster School District is out of compliance in the area of eligibility determination. The monitoring team identified three students that will require immediate action by the school district.</p>				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
<p>The Webster School District will ensure comprehensive evaluations are conducted by a team of knowledgeable staff which includes parental input. The Webster School District will ensure the IEP contains all required content. The Webster School District will ensure the IEP considers evaluation or independent education evaluation findings and determine whether the child has a particular category of disability.</p>				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)				
Functional assessments will be conducted as part of all initial and reevaluation and be included in the present levels of performance page.				
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>1. What will the district do to improve? In-service will be given to all case managers at the beginning of the 03-04 school year focusing on comprehensive evaluations, determination of eligibility, and development of the present levels of performance page.</p> <p>What data will be given to OSE to verify this objective? Date and number of persons attending will be sent to OSE.</p>	September 2003	District Office	Met	
<p>Please explain the data (6 month) On September 11, Special Education staff members attended an in-service, which focused on comprehensive evaluation, determination of eligibility, and development of the present levels of performance page. The in-service was held at the Webster Middle School.</p>				
<p>2. What will the district do to improve? When evaluating a student, functional evaluations will be part of every initial and three year evaluation.</p> <p>What data will be given to OSE to verify this objective? District will spot check two files from each case manager and report to OSE.</p>	February 2004	Case managers and district office	Not Met	Met July 2004
<p>Please explain the data (6 month) This goal has not been met due to case managers not yet having two new evaluation and eligibility meetings.</p>				
<p>Please explain the data (12 month) Two files were checked from each SPED teacher and all were found to have functional evaluations done.</p>				
<p>3. What will the district do to improve? Functional assessment information from the school district staff will be incorporated into the psychological reports issued within the reporting period.</p> <p>What data will be given to OSE to verify this objective? District will spot check two files for functional assessment from each case manager and report to OSE.</p>	February 2004	Case managers and school psychologists	Not Met	Met July 2004
<p>Please explain the data (6 month) This goal has not been met due to case managers not yet having two new evaluation and eligibility meetings.</p>				

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Please explain the data (12 month) 3 of the 4 SPED teachers had functional assessment information in the files that were checked. The teacher that did not have the functional assessments in the report is no longer with our school district. The district will work to train the new SPED teacher in this particular area.				
4. What will the district do to improve? The district will ensure all areas of concern are evaluated. What data will be given to OSE to verify this objective? District will spot check two files from each case manage and report of OSE.	February 2004	Case managers	Not Met	Met July 2004
Please explain the data (6 month) This goal has not been met due to case managers not yet having two new evaluation and eligibility meetings.				
Please explain the data (12 month) 3 of the 4 SPED teachers had all areas of concern evaluated. The teacher that did not have all areas of concern evaluated is no longer with our school district. The district will work to train the new SPED teacher in this particular area.				
5. What will the district do to improve? The district will insure the present levels of performance page includes the functional evaluation information. What data will be given to the OSE to verify this objective? District will spot check two files from each case manager and report to OSE.	February 2004	Case managers	Not Met	Met July 2004
Please explain the data (6 month) This goal has not been met due to case managers not yet having two new evaluation and eligibility meetings.				
Please explain the data (12 month) 3 of the 4 SPED teachers had the functional evaluation information in the files that were checked. The teacher that did not have the functional evaluation in the report is not longer with our school district. The district will work to train the new SPED teacher in that particular area.				

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**Principle 4: Procedural Safeguards and
 Principle 5: Individualized Education Program**

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The monitoring team concluded that the school district is not informing the student of the transfer of rights upon their 17th birthday. The monitoring team concluded that the Webster School District is out of compliance in the area of secondary transition. The transition course of study related to life planning outcomes and all of the courses to be taken by the student until graduation must be listed on the IEP along with the completion of the service recommendations, title of personnel/agency responsible, the date initiated, and the date completed. A correlation between the evaluation information, the present levels of performance, the transition service needs, the transition plan, and the goals must also be acknowledged through our the documentation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Webster School District will ensure that transition plans for students are a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The school district will inform the student of the transfer of rights upon their 17th birthday.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? Each student who is 16 years old will be so noted on the IEP schedule/calendar or IEP to act as a reminder that age of majority must be addressed as part of the IEP process.</p> <p>What data will be given to OSE to verify this objective? District will spot check all files of students that are 17 and check to see if it is addressed.</p>	Beginning of 03-04 school year	Case managers and district office	Not met	Met July 2004

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Please explain the data (6 month) All of the files that our high school special education teacher has dealt with this year do have written notification that age of majority has to be addressed.				
Please explain the data (12 month) Files were checked and age of majority was addressed.				
2. What will the district do to improve? In-service will be given to the case managers that serves students 14 years and older on how to develop individual and appropriate transition plans for students age 14 and older. What data will be given to OSE to verify this objective? District will send statement verifying inservice.	September 2003	Case managers and district office	Met	
Please explain the data (6 month) Our high school special education teacher in-serviced our middle school teacher on what was learned at the conference and on appropriate transition plans for students age 14 and older.				
3. What will the district do to improve? The special education staff will develop IEPs for transition age students that include a coordinated set of transition activities and goals based upon the present levels of performance. What data will be given to OSE to verify this objective? District will spot check two files for transition plans from each case manager that serves these students and report to OSE.	February 2005	Case managers and district office	Met	
Please explain the data (6 month) Files were checked 10/31/03 and evidence of transition plans were in place.				

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Principle 6: Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The monitoring team concluded that the Webster School District is out of compliance in the area of least restrictive environment. The IEP team must consider the continuum of alternative placements after the development of the goals and short-term objectives. Students in need of special education or special education and related services shall be provided special programs and services to meet with individual needs, which are coordinated with the general educational program whenever appropriate. Removal from the regular educational classroom shall occur only when the nature or severity of the child's needs is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Webster School District will ensure all children will receive services in the least restrictive environment with the supports they need for their successful participation.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

All student IEPs will contain the location of services, amount of services, and the description of services with justification.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? In-service will be given to all case managers at the beginning of the 03-04 school year on least restrictive requirements. What data will be given to OSE to verify this objective? A statement verifying the in-service date will be sent to OSE.	Beginning of 03-04 school year	Case Managers	Met	

Please explain the data (6 month)

On September 11, Special Education staff members attended an in-service which focused on least restrictive environment.